

The Missouri First Steps Program

Parent Handbook



About this Handbook

This handbook has been designed to assist you in organizing all of the information you receive about your child. It will help you with dates and times, doctor appointments, medical information, and other pieces of information that need to be shared with a lot of different people as you participate in First Steps.

Please don't try to review all of these materials at once! There will be information you will need eventually, as you begin to plan transitions for your child and family. The best way to use this handbook is by looking up only the sections you presently need. It has been designed in sections so that you can easily store, find, and use necessary information.

Helpful hints for using this handbook:

- Store the handbook where it is easy to find. This helps you and anyone who may need information in your absence.
- Add new information to the handbook whenever there is a change in your child's treatment, education, medical condition, etc.
- Consider taking the handbook with you to appointments, hospital, and doctor visits as well as Individualized Family Service Plan (IFSP) meetings so that the information you need will be close at hand.
- Make sure that you request and receive copies of all documents related to your family's participation in First Steps. Your Service Coordinator will help you maintain this handbook.



Thanks to the Jefferson County Early Childhood Council for sharing their notebook prototype, developed through a federal grant from the Opening Doors into Rural Communities Study in Logan, Utah. Thanks to the Children's Hospital and Regional Medical Center in Seattle, Washington, for allowing us to adapt portions of their Care Notebook (March 1998) with permission (2003).

The Missouri First Steps Program

Parent Notebook



March 2003

First Steps is a collaborative effort of four state agencies—the Departments of Elementary and Secondary Education, Health and Senior Services, Mental Health, and Social Services. First Steps is supported by federal and state funds from the four agencies and by other local and private agencies throughout Missouri.

The development and printing of this material was supported entirely by federal funds appropriated in accordance with the Individuals with Disabilities Education Act (IDEA).

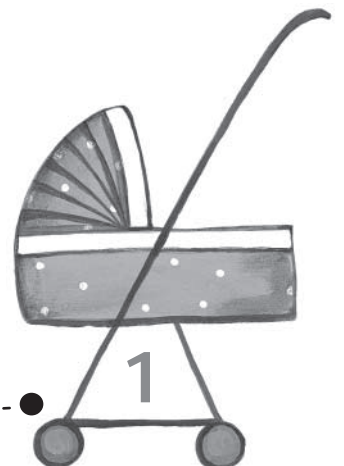
The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, age, sex, or disability in its programs, services, or employment practices. Anyone who requires auxiliary aids or services in connection with First Steps should contact the Effective Practices Section (573) 751-0187. If you have needs as addressed by the Americans with Disabilities Act and need this publication in an alternative format, notify the Center for Innovations in Education at (573) 884-7275, (800) 976-2473 (MO only), or Relay MO (800) 735-2966 (TDD). Efforts will be made to accommodate your needs.

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Care Notebook



The Missouri First Steps Program



Welcome to First Steps

Every family wants their child to grow and learn to their fullest potential. Some families and children who have special needs may require a little extra support. This support is called early intervention.

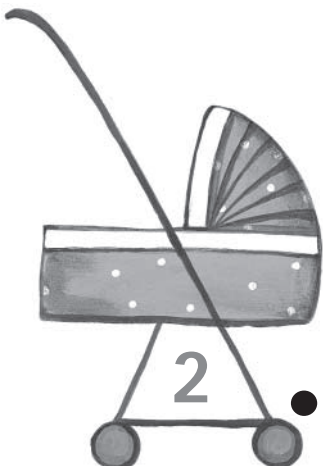
In 1986, the United States Congress passed a law to ensure specific rights and services for young children with special needs and their families. Built into this law are specific rights for families under the early intervention system. These rights are your legal assurance that early intervention is implemented in a voluntary, nondiscriminatory manner, respecting your views and preferences about the services your child and family receives. They guarantee you access to the information you need to play an active role in the early intervention process. In Missouri, the system that provides early intervention is called First Steps.

Families can contact their county First Steps Office for more information by calling toll free:

1-866-583-2392

First Steps is a family-centered system that offers coordinated services to young children with special needs and their families. The goal of First Steps is to provide appropriate services as conveniently as possible for Missouri families.

We hope this handbook will give you helpful information to guide you through First Steps.



Summary of First Steps

Referral to First Steps if your child has developmental needs.

The System Point of Entry (SPOE) in your community receives the referral

Within 45 days:

- Service Coordinator obtains your consent for a multidisciplinary evaluation
- Your child's eligibility for early intervention services is determined
- Further assessment (if needed) of your concerns and priorities
- Team meeting to develop Individualized Family Service Plan (IFSP)

Within at least 6 months:

Periodic review of IFSP

At least annually:

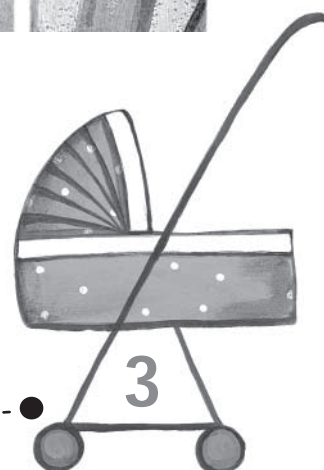
Meeting of IFSP team to review IFSP

Before child is 2-1/2 years old:

Transition plan

Transition out of First Steps at age 3

By the time you receive this handbook, you will have completed steps: 1) referral, 2) intake, and 3) evaluation for eligibility. Your next step will be planning for your child's IFSP meeting.



Referral, Intake, & Evaluation for Eligibility

Families come to First Steps in two ways. Most families are referred to their local First Steps system by doctors, hospital staff, social service agency caseworkers, or the Parents As Teachers (PAT) program. Others are “self-referrals,” contacting First Steps directly because they are concerned about apparent delays in their child’s development.

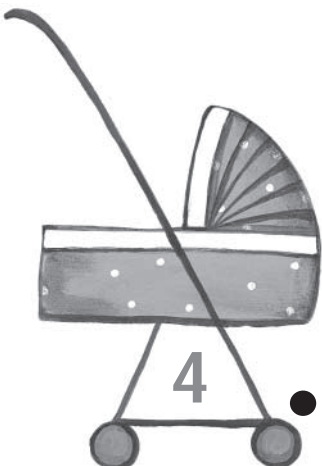
Once your child has been referred, an Intake Service Coordinator will gather all needed information, which assists with determination of eligibility.

Your Intake Service Coordinator will then help to schedule an initial **Assessment and Evaluation** within 45 days of referral. Paid for by First Steps, this service brings together information from you and at least two disciplines or professions to determine whether or not your child demonstrates a developmental delay or disability and meets the specific eligibility criteria for First Steps.

Children are eligible for early intervention services if they have a significant delay in one or more of the following developmental areas:

- Cognition (learning)
- Communication
- Adaptive (self-help)
- Physical
- Social-emotional

Children with a diagnosed physical or mental condition associated with developmental disability, or resulting in developmental delay or disability, are also eligible for early intervention services.



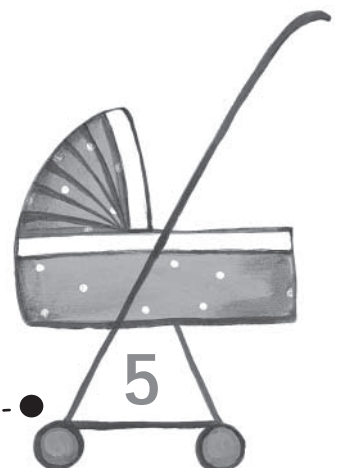
Individualized Family Service Plan (IFSP)

The Individualized Family Service Plan, or IFSP, is your family's written plan for First Steps. It shows how you and your team will work together to provide the services that your child and family may need and that you choose for your child and family. The IFSP is family-centered. This means that you will be an active team member and the key decision maker in the IFSP.

What kind of information does an IFSP include?

- A statement of your child's present level of development including physical, motor (movement), cognitive (thinking and learning skills), communication, social or emotional, and adaptive (self-help)
- With your agreement, a statement of your family's concerns, priorities, and resources
- A statement about where your child or family typically spends time (natural environment)
- A statement of the outcomes (changes) you want for your child or your family, and what is needed to make them happen
- An explanation of how your child's progress will be observed
- A description of the services to be provided to your child and family
- Information about how often services will be provided, and for some services, how long each session will be
- A description of the place(s) where services will be provided
- The name of your Service Coordinator
- The names of persons and providers who will be providing services to you and your child
- Starting dates and length of time the services will be provided
- A description of other services your child will receive, if appropriate
- A statement of how services will be paid

*...you will be
an active team
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How do I prepare for my child's IFSP?

Think about:

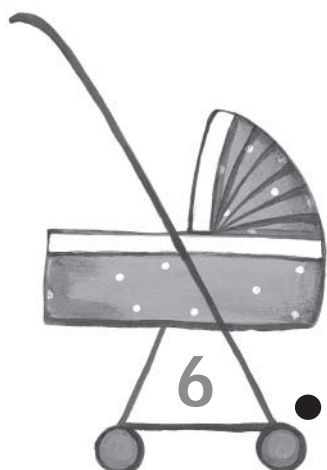
- Questions you have for your Service Coordinator
- Where and when you want the meeting to be held and who you want to be there
- Gathering reports or information about your child (medical or other) that your Service Coordinator might not have
- What your child can do now
- Your main concerns about your child and what can be done to help with those concerns
- Spending time with other family members or friends talking about needs, concerns, priorities, and plans
- Your hopes for your child in the future
- What services your child needs to meet the identified concerns and how these might be met in your community
- Where your child would be spending time if he/she did not have a disability (natural environments)

How often is my child's IFSP reviewed?

1. Every six months or more frequently if requested by any member of the multidisciplinary team
2. Annually to evaluate the IFSP for your child and family

IFSP: Your child's and family's rights

1. An IFSP must be written within 45 days after your child is referred to First Steps.
2. You must give your consent for your child and family to receive services before the services can begin.
3. Services listed on the IFSP must start within a reasonable time after the IFSP is signed.
4. You can choose which services you want from the ones suggested by your team. You can refuse some services and still receive others.
5. You must be notified in writing that a meeting to develop your IFSP will be held. The meeting must be when and where you choose and with whom you want.
6. A person or persons who conducted the initial evaluation and assessment of your child must attend the IFSP meeting. If some cannot attend, they may participate by phone or in writing, as appropriate. Persons who will be providing services to your child and family will also participate.



Service Coordination

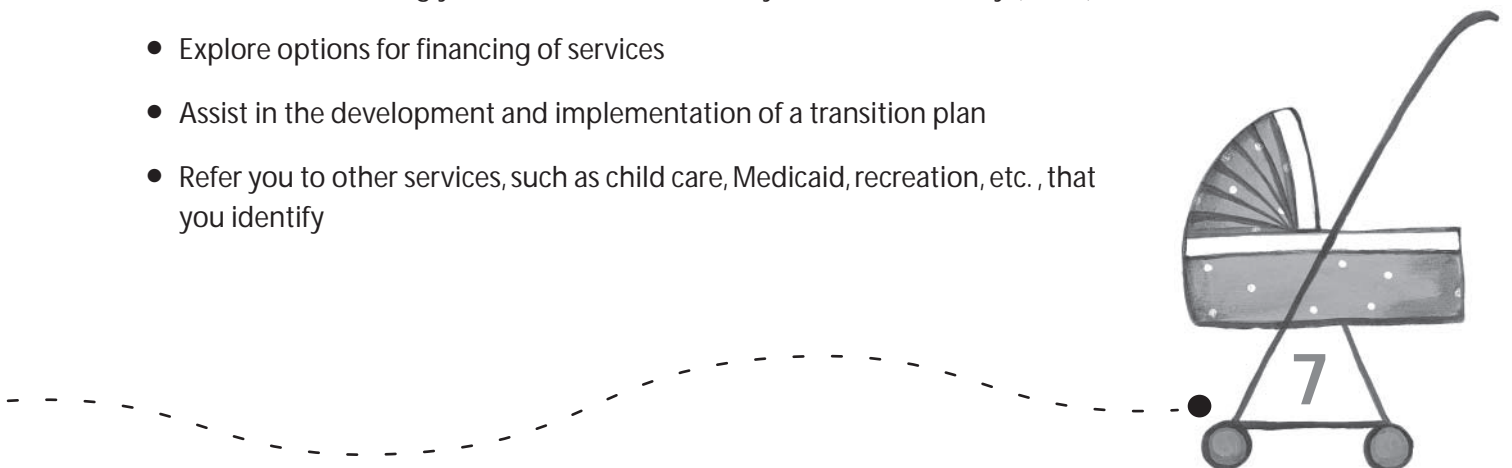
Service coordination is provided throughout the time that you and your child receive early intervention services. It is the Service Coordinator's job to show you how the program works and to explain your choices and rights. Service coordination helps you find services and ways to pay for them.

An Intake Service Coordinator will have worked with you during the intake, assessment, and evaluation process. At the time of the first IFSP, you will get to choose an ongoing Service Coordinator from the provider matrix. Each family will have only one Service Coordinator. You may choose to change your Service Coordinator at any time. You may do this by contacting the System Point of Entry (SPOE).

How can my Service Coordinator assist me?

Your Service Coordinator is available to:

- Let you know what services are available and how to access them
- Help you get the evaluations and assessments that your child needs
- Make sure that you receive the services that are on your IFSP
- Inform you of your rights within First Steps
- Help you access support services, such as parent groups
- Help you resolve problems that arise
- Coordinate and assist in the development and review of the IFSP
- Help you understand information given to you
- Assist in maintaining your official record at the System Point of Entry (SPOE)
- Explore options for financing of services
- Assist in the development and implementation of a transition plan
- Refer you to other services, such as child care, Medicaid, recreation, etc., that you identify



Early Intervention Services

Early intervention consists of services that enhance a child's potential for growth and development. The services are called family-centered because they grow out of the strengths and needs of your child and family.

What services can I receive for my child and my family?

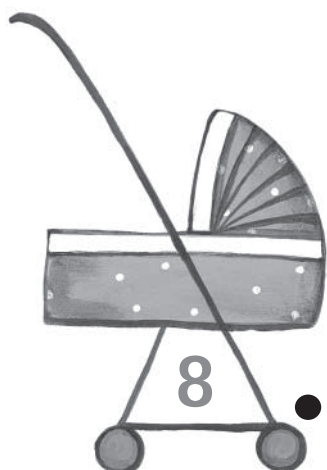
First Steps includes the following 16 early intervention services that are defined in the Parent Glossary in this book:

- | | |
|--|---|
| 1. Assistive technology devices and services | 9. Physical therapy |
| 2. Audiology | 10. Psychological services |
| 3. Family training, counseling, and home visits | 11. Service coordination |
| 4. Health services | 12. Social work/counseling services |
| 5. Medical services (for evaluation purposes only) | 13. Special instruction/developmental therapy |
| 6. Nursing services | 14. Speech and language services |
| 7. Nutrition services | 15. Transportation and related costs |
| 8. Occupational therapy | 16. Vision services |

Where are services provided?

- Services may be delivered in your home.
- Services may be delivered at the site where your child spends much of his time, such as a child care center.
- Individual services may be delivered at a place with other children.
- Specific services may occur at any community site such as "Story time" at the library.

Services should be provided, to the extent possible, in settings that are typical for children of the same age without developmental delays.



Who pays for services?

First Steps is an interagency system sponsored by the Missouri departments of Elementary and Secondary Education, Health and Senior Services, Mental Health, and Social Services. Early intervention services provided through First Steps are provided at no cost to eligible children and can be provided in several ways. Some common funding sources include:

- State agencies
 - Department of Health and Senior Service (DHSS)
 - Bureau of Special Health Care Needs (BSHCN)
 - Department of Mental Health (DMH)
 - Medicaid (Department of Social Services)
 - Private insurance (parental consent required)
 - Local taxes administered by your county's Senate Bill 40 Board
 - Local philanthropic funds (e.g., United Way, Easter Seals, etc.)
 - Federal-Part C of Individuals with Disabilities Education Act (IDEA)
- Federal law allows these funds to pay for early intervention services if there is no other payment source.***



Who will provide the services for my child and family?

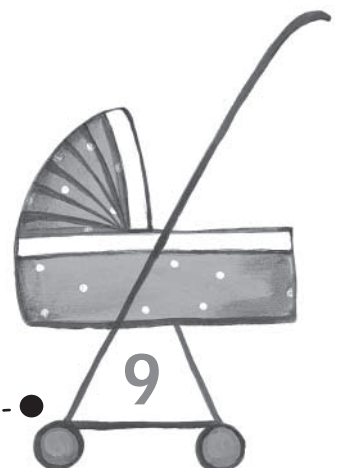
At the time that services are deemed necessary to enhance the development of your child in accordance with the outcomes developed by the IFSP team, your Service Coordinator will present you with a Provider Matrix. The matrix is a list of all providers who are currently enrolled with First Steps in Missouri. Your Service Coordinator will assist you in choosing a provider from the Provider Matrix based on your priorities.

Tips for choosing a provider

Finding the best early intervention providers is an important decision and requires some time and thought on your part. The following suggestions may help you with your selection.

Narrowing down your selection: The Provider Matrix can help you gather a list of early intervention providers that meet some criteria that you feel are important for you and your family. Here are some questions you may want to think about when making your selection from the Provider Matrix:

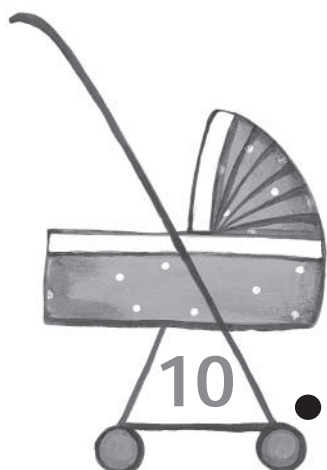
- Does this person or agency have hours available that will fit our family's schedule?
- Does this person speak our family's language(s)?



- Does this person have experience or special knowledge about my child's disability or unique needs?
- Does this person work for an agency or as an independent provider?
- Does this person have a specialty certification or licensure in their field of work?
- Does this person have experience working with children the same age as my child?
- Does this person assist with the evaluation for eligibility process? What about ongoing services if our IFSP team decides a service is necessary?

The selection process: Getting to know your early intervention providers will take time and ongoing communication. Here are some questions that you may want to discuss with the individuals or agency that you selected from the Provider Matrix as a quick "get-to-know-you session." You may want to discuss these either over the telephone or in person.

- Can providers explain what they do in easy to understand language? Do they use familiar terms or explain those that are unfamiliar?
- How will providers involve my family's culture and lifestyle in service planning and delivery?
- How will providers involve me as a family member in learning the skills that they have to enhance my child's development? How will they involve my other children or family members?
- How will they involve the other care givers and other children in the child care setting my child is involved in?
- How will they involve ME in planning the times we are together?
- How will they use the resources I already have in my life, as well as bring me ideas of ways to adapt or expand what I already have?
- Do they have access to information to bring me about questions that may come up or information that I may want or need? What is their experience in working with families in homes, in child care environments, and other community settings such as the park?
- Can I talk to other families with whom this provider has worked with?
- How much experience does this person have working with young children with special needs like my child?
- Does this person regularly attend trainings to stay current in the field?



- How does the person stay informed and involved in the community?
- How many clients is this person currently seeing?

Make your decision: Compare your impressions of different individuals with whom you have spoken with. Do you feel that any of these individuals will relate well to you and your family? Visit or talk again if you are unsure.

Trust your instincts! Do you feel as though you have “clicked” with this person on the phone or when you met them? If not, keep looking! This is an important decision for your child and family.


Make it work: Get involved! Keep the lines of communication open. Talk with your providers regularly so everyone stays informed.

If you think something is wrong: If you have concerns with anyone, talk about it if you feel comfortable. Remember that your decision about a provider is not **final**. You can always choose a different provider at any point in time. Your Service Coordinator can assist you with this process or you can contact your local SPOE.

How can I participate in early intervention services?

Early intervention professionals will show you ways that you can help your child learn and develop. After all, you are with your child every day (including weekends) and your child learns through talking and playing with you. Early intervention staff will help you to incorporate opportunities for learning into your family's daily routines.

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Managing boundaries

When a child with unique needs is born into a family, there are many changes that take place. Many new faces enter the family circle—people you have never met before. As you become familiar with them and they with you, it is important to maintain a proper professional relationship. It is too easy to become emotionally involved. You must develop a partnership that will enhance your capacity to meet the developmental needs of your child without becoming dependent on those who assist you. Establishing boundaries will protect both you and your providers from crossing the line to an inappropriate relationship. The following questions should help you understand why these boundaries must exist.

- What topics are appropriate for discussion with providers? Should I talk about things such as politics, religion, or sex, or should I limit our conversation to job or social topics?



- How do I feel about intrusions into my personal space? How closely should I sit to the provider? Should I hug the provider? Can he or she touch me? What areas of my home are off limits?
- To what extent am I willing to share my feelings about sensitive topics with this person? Are there limits to the topics about which I will share my feelings?

Although not a complete list, the following examples may serve as warning signs of boundary transgressions.

- Feeling your family space is being violated
- Referring to providers as friends
- Providers sharing your personal information with others
- Giving or receiving gifts
- Loaning, selling, or trading items (e.g., Amway, Tupperware, etc.)
- Touching or physically comforting you or a family member
- Intimate contact of any kind
- Feeling like the provider is “family”

Should you feel at any time these boundaries have been crossed, you should contact your Service Coordinator.

What if services need to be changed?

You and your Service Coordinator will evaluate which services are working best for your child and family. You may want to make changes so that the services meet your child and family's needs. Your priorities and concerns may also change over time, and this will affect the services provided. The IFSP can be modified at any time through the IFSP team process to meet your child's and your family's changing needs by contacting your Service Coordinator.



Transition— Into, Within, & From

The transition plan is part of the IFSP. It describes the steps that need to be taken to help you and your child get ready for, and make a change in, services.

When is a transition plan made?

There are several different times when a transition plan may be developed.

- If you are moving to another community in Missouri and will therefore be receiving early intervention services from another provider
- If you are moving to another state
- If your child no longer needs early intervention services
- If your child will be turning 3 years old and will move into other services (such as Head Start, preschool, or Early Childhood Special Education)

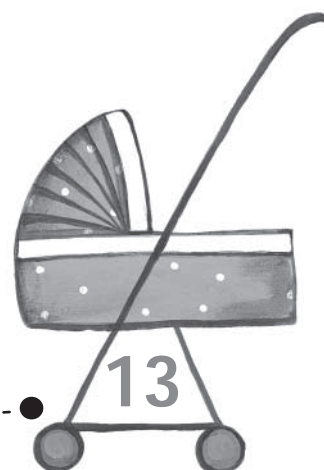
The transition plan in your IFSP may include, if appropriate, a plan to evaluate your child to see if she is eligible for special education through the public school. Children who are eligible for First Steps are not automatically eligible for the special education program in the public school system.

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How is a transition plan developed?

A transition plan is developed as a part of an IFSP meeting. You, your Service Coordinator, and your providers plan what needs to occur to make sure that the transition is smooth and uninterrupted as your child moves on to a new setting. With your consent, your school district is invited to send staff to the transition meeting and your child's records and information will be shared with the school or others as appropriate. Records may include evaluations, assessments, and a copy of your child's IFSP.



Your Legal Rights

All families and children who participate in early intervention services have certain rights. These rights are called procedural safeguards. This section explains what to do if you believe there is a problem with your early intervention provider.

Families have the right to . . .

1. An *evaluation*: The law provides that all eligible children will receive early intervention services without regard to race, culture, religion, disability, or ability to pay. Eligibility is decided by an evaluation of the child (within 45 days of referral, unless the family requests more time). The evaluation must be done by a multidisciplinary team of two or more qualified professionals who examine the child's medical history, development, and current abilities. If the child is eligible for services, the child and family also have the right to ongoing assessments of the child's strengths, skill levels, progress, and needs.

2. An *Individualized Family Service Plan (IFSP)*: Within 45 days of the referral, each eligible child and family must have a written IFSP for providing early intervention services that includes the family's concerns, priorities, and resources for their child. The IFSP is written for a year and is reviewed every six months. It includes:

- With your agreement, a statement of your family's concerns, priorities, and resources
- The child's present level of development
- The major outcomes for the child and family
- How progress will be measured
- What and where services will be provided
- When services will begin and for how long
- Methods of payment
- Transition at various times throughout the process and on the child's third birthday

3. *Consent*: Written parental consent must be obtained before conducting an assessment or beginning any early intervention services. You may choose to not give consent for any particular service without jeopardizing any other services, and you may refuse a service at any time, even after accepting it, without affecting other intervention services.



All families and children who participate in early intervention services have certain rights. These rights are called procedural safeguards.



4. Privacy: The law provides for the protection of your privacy at all times. Your written consent must be obtained:

- Before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information under First Steps
- If the information is to be used for any other purpose than meeting the requirements under First Steps

Information released from records to participating agencies without parental consent may be done as authorized by the Family Educational Rights and Privacy Act (FERPA), Section 99.31.

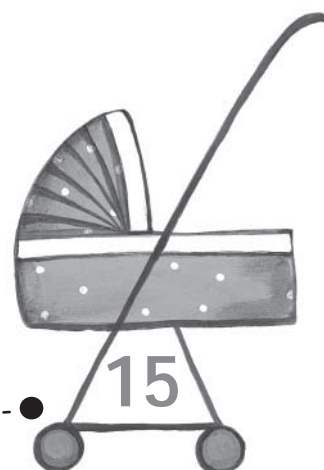

5. Prior written notice: Parents must receive written notice before the public agency or service provider proposes or refuses to initiate or change the identification, evaluation, or placement of a child or the provision of early intervention services to the child and the child's family. This notice must inform the parent of the action(s) being proposed or refused and the reason(s) for the action(s). A copy of the Parent's Rights Statement must be provided with the notice. Notices must be written in a way that is understandable to the general public. If English is not the native language of the family, the family has the right to receive information in their native language, unless it is clearly impossible to do so. If a family uses another method of communication, such as sign language or Braille, then they have the right to receive information in that way.

6. Review records: Parents must be allowed to examine, inspect, and review records relating to their child and family. Parents may ask that records be amended and, if the SPOE disagrees, may request a hearing to challenge the information contained in the file. If, as a result of the hearing, the information is found to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the public agency will change the information accordingly and inform the parents in writing.

7. Due process and mediation: Families have the right to resolve, through a procedure called due process, concerns about their child's identification (eligibility), evaluation, placement, or the provision of early intervention services. A request for a due process hearing may arise from the proposal or refusal of a service provider to initiate or change the identification, evaluation, placement, or provision of early intervention services.

To initiate a due process hearing, a written request for a due process hearing with a statement of your concerns must be submitted to the Director of Compliance, Division of Special Education, Missouri Department of Elementary and Secondary Education.

Information released from records to participating agencies without parental consent may be done as authorized by FERPA.

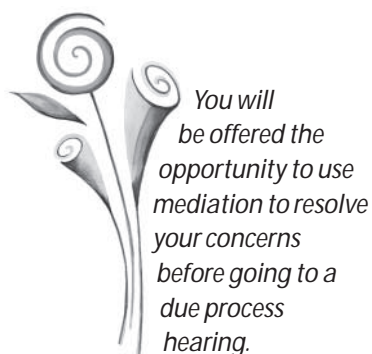


You will be offered the opportunity to use mediation to resolve your concerns before going to a due process hearing. This is voluntary and does not take away your right to a due process hearing. Mediation services are at no cost to you. Both parties who will be participating in the mediation agree to a trained mediator selected from a list maintained by the Department of Elementary and Secondary Education. The mediation session will be scheduled at a location and time mutually agreed upon by the parties. No more than three people can accompany each party to the session unless both parties mutually agree to allow more. Attorneys are not allowed to participate or attend the mediation session. You may be accompanied by a lay advocate.

All discussions held during the mediation are confidential and cannot be used later as evidence in a due process hearing or civil action. Mediation must be scheduled within 15 days and completed within 30 days of the decision to mediate.

Should you decide that you do not want mediation services, a due process hearing will be held to review your concerns. The due process hearing will be held at a time and place that is reasonably convenient to you. Within 30 calendar days of receipt of your request for a due process hearing, a hearing will be held to review your concerns and a written decision mailed to you.

- The hearing will be conducted by a hearing officer named by the Assistant Commissioner of Special Education on behalf of the State Board of Education. This hearing officer shall be knowledgeable of services for infants and toddlers and shall not be an employee of any state agency or service providers responsible for providing early intervention services to your child. There shall not be any personal or professional conflict of interest that would affect the hearing officer's objectivity in making a decision.
- At the hearing you may be accompanied and advised by counsel or by an individual with special knowledge or training in early intervention services for children with disabilities.
- At the hearing you may present evidence and confront, cross-examine, and compel the attendance of witnesses.
- At the hearing you may prohibit the introduction of evidence that has not been disclosed to you at least 5 days prior to the hearing.
- A record of the proceedings will be maintained. You may obtain a written or verbatim transcription of the proceedings.



- The hearing officer will listen to the presentation of the parties involved, examine relevant information, and reach a timely resolution. You will receive a copy of this decision in writing.
- If you disagree with the final decision, you have the right to bring civil action. This action may be brought in a state or federal district court.

During these proceedings, unless otherwise agreed to by you and the agency, your child will continue to receive the early intervention services that were being provided at the time you made the request for the due process hearing.

8. *Child complaints:* If any person or organization believes a responsible public agency has violated any state or federal regulation implementing Part C of IDEA, a signed, written child complaint may be filed with the Missouri Department of Elementary and Secondary Education. The complaint must include a statement that the agency has violated a requirement of IDEA and the facts on which the statement is based. The complaint must allege a violation that occurred not more than one year prior to the date that the complaint was received unless a longer period is reasonable because the violation is continuing, or the complainant is requesting compensatory services for a violation that occurred not more than three years prior to the date the complaint is received.

The complaint will be investigated and resolved within 60 days and a written decision that addresses each allegation in the complaint with findings of fact conclusions, and the reasons for the Department's final decision will be sent to the party filing the complaint.

In resolving a complaint in which it has found the public agency out of compliance, the Department shall address how to remediate the violation, including, as appropriate, the awarding of monetary reimbursement or other corrective actions appropriate to the needs of the child and appropriate future provision of services for all children with disabilities. If needed, technical assistance activities and negotiations will be undertaken.

9. *Educational surrogate parent services:* If a child is a ward of the state or does not have a parent that can be identified or found, a person will be assigned to act as an Educational Surrogate. An Educational Surrogate may represent the child in all matters related to the evaluation of the child, the development and implementation of the IFSP, and the ongoing provision of early intervention services.

To find out more about your rights . . .

You can always talk to these persons:

1. The person providing your child's early intervention services
2. Your Service Coordinator
3. Your System Point of Entry (SPOE)
4. The Department of Elementary and Secondary Education (DESE)



Communication Tips

Collaboration between you and professionals is essential to the development of family-centered early intervention and to the success of the IFSP process. The following tips can help enhance your involvement in First Steps.

- Share your knowledge about your child, things he/she does well, the way he/she learns best, and abilities that others may not be aware of. Bring to meetings your list of questions or information you would like to provide.
- Ask questions about anything you don't understand. You may find others will benefit from you taking the time to ask for more information.
- Express your feelings. Let professionals know when you feel they are doing a good job and when you have concerns about how things are going.
- Learn about your child and your family's rights to early intervention services. If you feel that those rights are not being protected, or if differences of opinion arise, attempt to talk things out. Look for ways to resolve issues while keeping your child's needs in mind.
- Be a good listener. Over the years, you will have the opportunity to gather information from several sources about your child's and family's needs and about services to meet those needs. When you combine that information with what you know about your child, you will have built a base of knowledge that will assist you in acting as your child's best advocate.
- Remember, typically there is not just one "right" way to do things, and professionals do not have all the answers. They also have questions and doubts about what to do. You and professionals in First Steps can best shape your child and family's services through sharing and collaborating.

You may also want to consider these ideas:

- Mark important dates on your calendar and attempt to attend all meetings relating to your child. If you need special supports in order to attend, such as transportation or child care, share those needs with your Service Coordinator.
- Keep copies of your child's evaluation and assessment information, IFSP plans, medical reports, and other records in a file. Review important information before attending meetings that are held to plan or review your child and family's IFSP.



Parent Glossary

Adaptive Development/Self-Help – Skills such as feeding and dressing that children develop which allow them to take care of themselves and become independent.

Advocate – Someone who takes action to help someone else.

Assessment – The ongoing process used by appropriate, qualified personnel to determine the child's unique needs and capabilities throughout the period of eligibility for early intervention services.

Assistive Technology – The design, and training for use, of equipment and devices to help a child overcome or adapt to special needs (e.g., communication device, walker, special spoons or bowls).

Audiology Services – Services related to a person's ability to hear. Such services provided by an audiologist may include a hearing evaluation as well as special equipment (e.g., hearing aid).

Atypical Development – Unusual development of behavior or emotional skills, such as unusual ways of interacting with toys or people, not being able to pay attention or becoming easily frustrated.

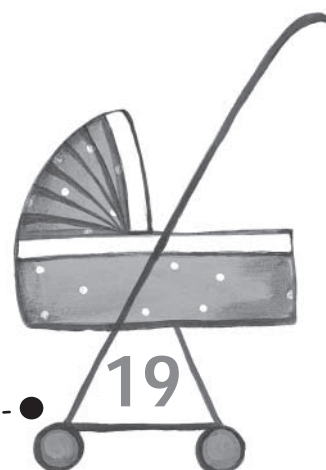
Cognitive Development – Thinking and learning skills a child needs to understand and respond to other people, explore and understand the environment, and use objects in a meaningful way.

Communication Development – Skills that children develop that allow them to tell others what they think, feel, want, or need. Signs and gestures (e.g., looking, pointing) and speaking are means of communication.

Concerns – Areas that family members identify as needs, issues, or problems they want to address as part of the IFSP.

Confidentiality – A right to limit those who may be allowed to see information and records about a child or family.

Consent – An agreement made with a program that gives approval in writing for an action to take place. Consent is always voluntary and may be revoked at any time. A person can always choose not to agree to some services and to agree to others. Informed consent means that a person has been given all the information needed to make a decision.



Counseling – Advice, help, or support given by a qualified person (usually someone specially trained to do this).

Developmental Delay – When a child's growth or skill development is not that of most other children the same age.

Disability – An impairment associated with a person's limitations in everyday activities.

Due Process – Right to have a formal review of disagreements by an impartial party about services they or their child are eligible to receive by law.

Early Intervention Services – Services to help families with young children, age birth to 3 years, with special needs.

Evaluation – The overall gathering and analysis of information related to a child's unique developmental needs. In First Steps an evaluation is conducted by appropriate qualified personnel to determine eligibility.

Family Therapist – A specialist trained to provide psychological counseling to families to resolve conflicts or problems they are encountering.

Family Training – Includes services provided, as appropriate, by qualified personnel to assist the family of an eligible child in understanding the special needs of the child and enhancing the child's development.

Fine Motor Development – Skills children develop that rely on their small muscles (e.g., holding materials, turning knobs, snapping buttons).

Gross Motor Development – Skills children develop that rely on their large muscles (e.g., crawling, sitting, walking).

Health Services – Service related to the medical field that helps a child benefit from the other early intervention services he/she is receiving.

Individuals with Disabilities Education Act (IDEA) – Federal law that requires early intervention and special education and related services for children birth to age 21 years.

Individualized Family Service Plan (IFSP) – A written plan that is developed by a multidisciplinary team that includes the family. The IFSP is based on the family's concerns, priorities, resources, and the child's present level of functioning.

Lead Agency – The agency within a state in charge of overseeing and coordinating early intervention services. In Missouri, the lead agency for services to children from birth to age 3 and their families is the Department of Elementary and Secondary Education (DESE).



Mandated – required by law to be provided to eligible persons and families.

Medical Services – Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

Multidisciplinary Evaluation – An assessment process that determines a child's eligibility for First Steps services, provides a description of the child's development, and serves as a basis for developing an initial IFSP. It may include specialists from a variety of backgrounds.

Natural Environment – A community setting typical for same-age peers without disabilities. Natural environments may include, but are not limited to, the child's home, play group, and child care facilities.

Nursing Services – Services that must meet the developmental needs of the child and may not be solely medical in nature.

Nutritional Services – Services that address a child's need for an adequate diet of food and drink that promotes good growth and development provided by a registered dietitian.

Occupational Therapy – Services provided by a qualified occupational therapist that helps children develop fine motor skills. These services can be provided in a variety of settings and ways.

Outcome – A statement of the changes that family members want to see for their child or themselves.

Part C – A component of IDEA that allows states to establish a system of early intervention services for children with special needs from birth to age 3 and their families.

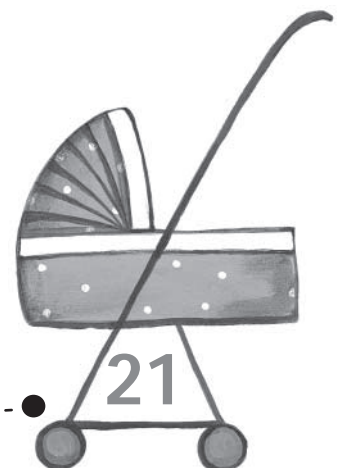
Physical Development – Skills that children develop that rely on their physical abilities (e.g., moving, seeing, hearing).

Physical Therapy – Services provided by qualified physical therapists that help children develop gross motor skills. These services can be provided in a variety of settings.

Procedural Safeguards – Rules and procedures that protect rights specified by law.

Priorities – A family's choice as to what extent early intervention will be in the family's life; what is most important to the family.

Prior Notice – Parents must receive written notice before the public agency or service provider proposes or refuses to initiate or change the identification, evaluation, or placement of a child or the provision of early intervention services to a child and a child's family.



Provider – A person who serves a child and who has specific skills and training related to young children with special needs. Examples of providers are an agency, one of its employees, a physician, or a therapist.

Psychological Services – Services provided by a qualified psychologist who identifies and works with children who need help in developing thinking, learning, and memory skills.

Resources – The strengths, abilities, and supports that a family can use to meet its needs. These may be formal or informal.

Service Coordination – A service provided by qualified personnel to assist families navigate a system, ensure timely delivery of services, and work with families in the development of leadership skills.

Social-Emotional Development – Skills children develop that allow them to interact with others (e.g., playing, responding to adults and other children) and to express their emotions (e.g., anger, happiness, joy).

Social Work – Services provided by a social worker or other qualified person that may include coordination of needed services, advocacy, counseling information about and referral to needed resources, and intervention.

Special Instruction/Developmental Therapy – Education and learning services provided in the home or in a center by a specialist trained in the education of those with special developmental or behavioral needs.

Speech/Language Therapy – Services provided by a qualified speech therapist/pathologist who helps identify and work with children to develop communication skills that could affect the child's ability to make sounds. These skills may include swallowing and breathing techniques. These services can be provided in a variety of settings and ways.

Transition – To move from one program to another, from hospital to home, from home to a program, to another community or state, from the early intervention system to the public school, or out of First Steps.

Transportation – Assistance in getting to some of the services listed on the IFSP.

Vision Services – Services related to a person's ability to see. Such services provided by a vision specialist may include evaluation of ability to see and special equipment (e.g., glasses, magnifying tools, large print books).



Terms and Acronyms

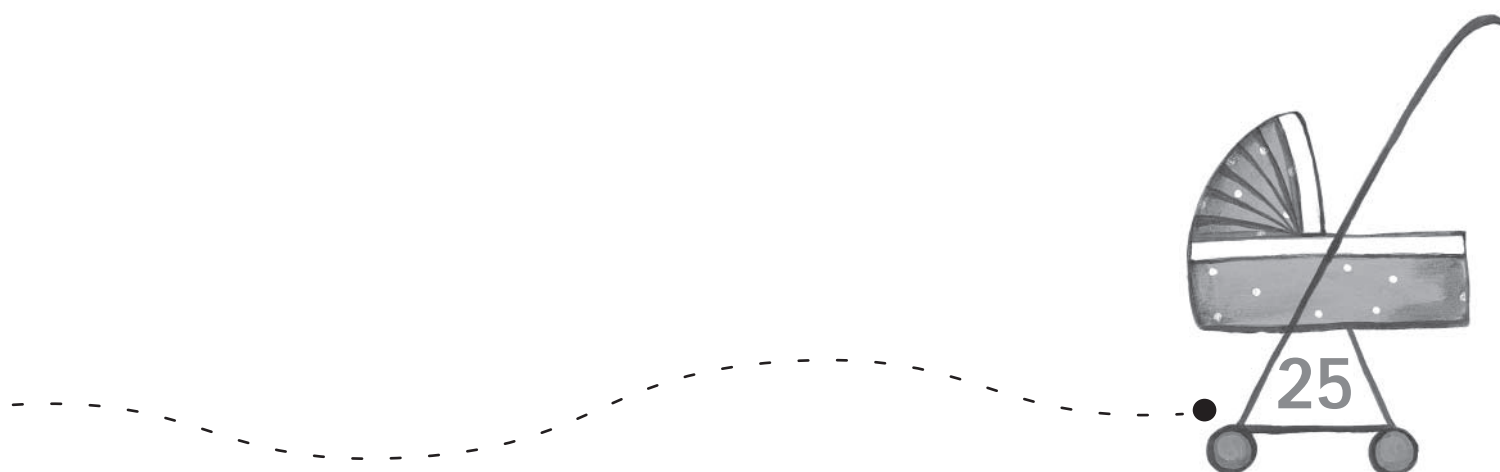
BSHCN	Bureau of Special Health Care Needs (Department of Health and Senior Services)
CFO	Central Finance Office
CHIP	Children's Health Insurance Program
CISE	Center for Innovations in Education
CMS	Centers for Medicare and Medicaid Services (formerly, HCFA or Health Care Financing Administration)
CQA	Continuous Quality Assurance
CQI	Continuous Quality Improvement
CSIP	Comprehensive School Improvement Program
CSPD	Comprehensive System of Personnel Development
DESE	Department of Elementary and Secondary Education
DFS	Division of Family Services
DHSS	Department of Health and Senior Services (formerly, DOH or Department of Health)
DMH	Department of Mental Health
DMR/DD	Division of Mental Retardation/Developmental Disabilities
DOE	Department of Education
DSS	Department of Social Services
ECSE	Early Childhood Special Education (Part B services for ages 3-5 of IDEA)
EEPCD	U.S. Department of Education's Early Education Program for Children with Disabilities
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act



FICC	Federal Interagency Coordinating Council
FS	First Steps
FTE	Full Time Equivalent
IDEA	Individuals with Disabilities Education Act (Includes Part B, ages 3-21 and Part C, ages birth to 3, Missouri's First Steps Program)
IEP	Individualized Education Program (Part B requirement for special education services)
IFB	Invitation For Bid
IFSP	Individualized Family Service Plan (Individualized plan required as part of First Steps)
IHP	Individualized Habilitation Plan (Individualized plan required for DMR/DD Services)
LEA	Local Education Agency (local school district)
LICC	Local Interagency Coordinating Council
LRE	Least Restrictive Environment (Required in Part B; language in birth to 3 legislation is "natural environment")
MDT	Multidisciplinary Team
MOHSAIC	Missouri Health Strategic Architectures and Information Cooperative
MPACT	Missouri Parents Act (Parent training and information organization)
MRDD	Mental Retardation and Developmental Disabilities
MSIP	Missouri School Improvement Program
NAEYC	National Association for the Education of Young Children
NASDSE	National Association of State Directors of Special Education
NCCIP	National Center for Clinical Infant Programs/ZERO TO THREE
NECTAC	National Early Childhood Technical Assistance Center
OSEDA	Office of Social and Economic Data Analysis
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services



Part B, IDEA	Special education for ages 3-21
Part C, IDEA	Special education for birth to 3—First Steps
PAT	Parents As Teachers
RPDC	Regional Professional Development Center
SEA	State Education Agency
Section 619	Part B Special Education for ages 3-5
Service Coordinator	Previously know as “Case Manager”
SICC	State Interagency Coordinating Council
SPOE	System Point of Entry
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
STEPS	Sequenced Transition to Education in the Public Schools



First Steps Contact Information

Authorization/Billing

Central Finance Office: (866) 711-2573, ext. 1
Fax: (913) 888-6683

CFO Provider Enrollment
C/O Covansys Software Services, Inc.
PO Box 29134
Shawnee Mission, KS 66201-1934

Provider Enrollment

Central Finance Office: (866) 711-2573, ext. 2
Fax: (913) 888-6683

CFO Provider Enrollment
C/O Covansys Software Services, Inc.
PO Box 29134
Shawnee Mission, KS 66201-1934
mofsenroll@pdainc.com (Enrollment Only)

Referrals & Program Eligibility

(866) 583-2392, or refer to SPOE Contact Information (By Region) at
<http://www.dese.state.mo.us/divspeced/FirstSteps/fscontactinfo.html>

Training Questions

Enrollment/Training Dates:
<http://mu-cise-fs2.coe.missouri.edu/web-cal/>

Regional Training System (Missouri Child Care Resource and Referral Network):
(800) 200-9017

DESE, Effective Practices Section:
(573) 751-0187

Regulations, Due Process, & Educational Surrogate Questions

DESE, Compliance Section: (573) 751-0699 or
webreplyspeco@mail.dese.state.mo.us

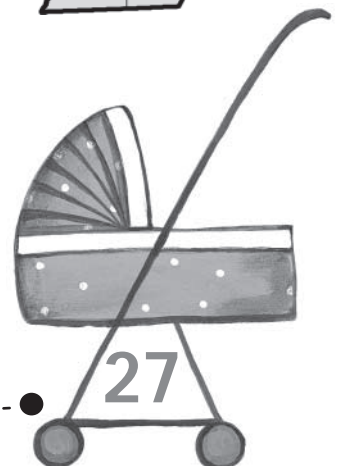
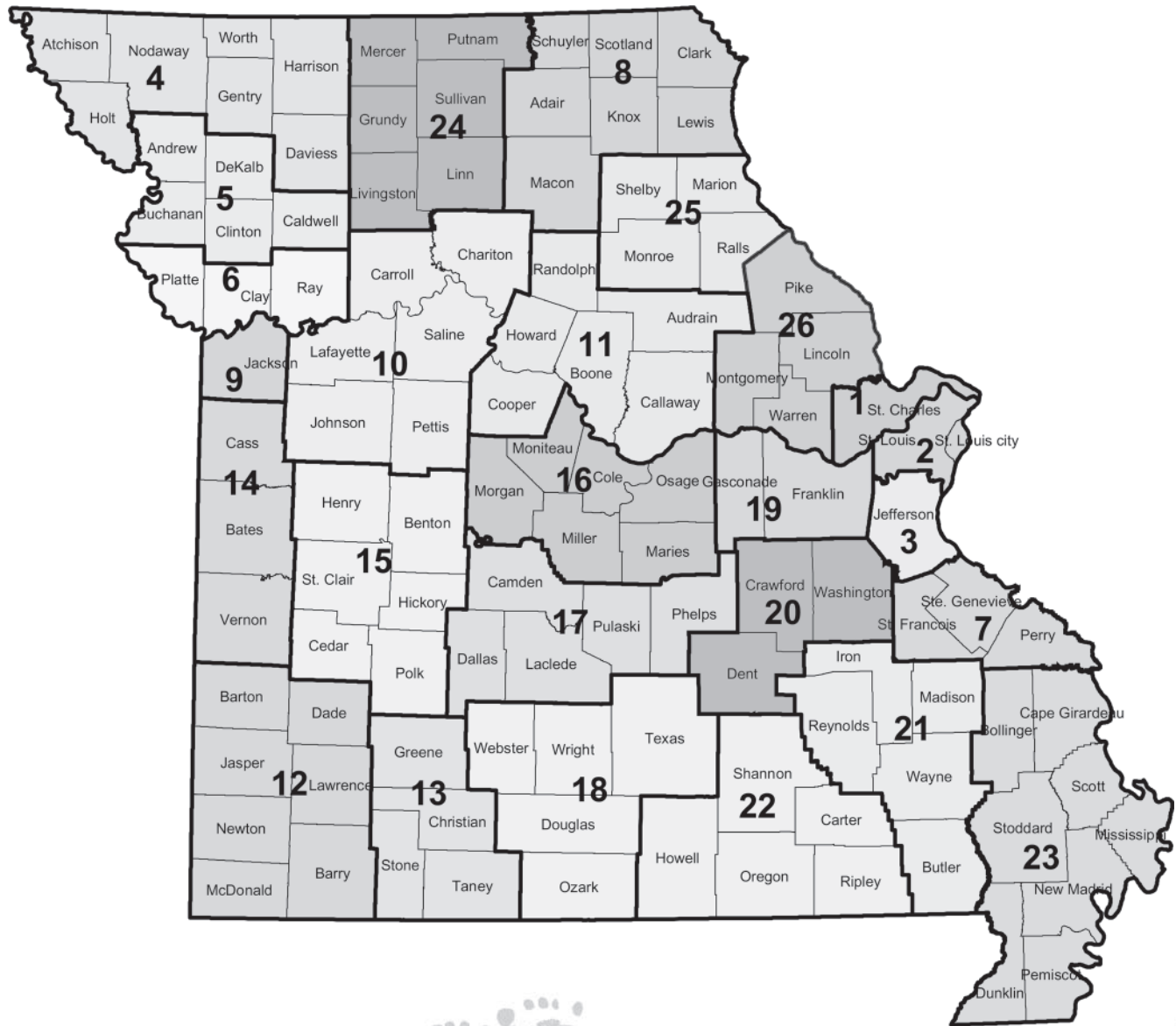
Best Practice/Process Questions

DESE, Effective Practices Section:
(573) 751-0187



System Point of Entry Regions

For current SPOE contact information by region or agency, please go to
<http://www.dese.state.mo.us/divspeced/FirstSteps/fscontactinfo.html>



*Families can contact their
county First Steps Office
for more information by
calling toll free:*

1-866-583-2392



This Parent Handbook is provided by the
Department of Elementary and Secondary Education
as lead agency for Missouri for Part C of IDEA.



The Missouri First Steps Program

Care Notebook



Inside the Care Notebook

1

Personal Information

- Family Information
- Information Needed by Emergency Care Providers
- Notes

*The forms in the Care Notebook are also available at:
<http://www.cshcn.org/resources/CareNtbk.htm>*

2

Medical Information

- Immunizations
- Lab Work/Tests/Procedures
- Medical/Surgical Highlights
- Care Schedule
- Growth Tracking Form
- Diet Tracking Form
- Medications
- Hospital Stay Tracking Form
- Equipment/Supplies

3

Financial Information

- Medical Bill Tracking Form

4

Insurance and Benefit Information

- Funding Sources

5

Legal Papers Including Releases, Consents

6

IFSP/IEP

Care Summary:

- Child's Page—Now and Later
- Social/Play
- Rest/Sleep
- Mobility
- Communication
- Respiratory
- Nutrition
- Coping/Stress Tolerance
- Activities of Daily Living

7

Transition Planning

Care Summary:

- Transitions—Looking Ahead

8

Calendar/Appointments

- "Make-A-Calendar"
- Appointment Log

9

Important Telephone Numbers

- Log of Phone Numbers

10

Community Resources

- Family Support Resources

Community Health Care and Service Providers:

- Special Transportation
- Pharmacy
- Respite Care
- Child Care
- School
- Early Intervention Services
- Therapists
- Home Care
- Public Health
- Medical/Dental

Note. Adapted from the Care Notebook with permission, Children's Hospital and Regional Medical Center, Seattle, WA, 2003.

Care Notebook: A Quick Guide

What is a Care Notebook?

A Care Notebook is an organizing tool for families who have children with special health care needs. Use a Care Notebook to keep track of important information about your child's health and care.

How can a Care Notebook help me?

In caring for your child with special needs, you may get information and paperwork from many sources. A Care Notebook helps you organize the most important information in a central place. A Care Notebook makes it easier for you to find and share key information with others who are part of your child's care team.

Use your Care Notebook to:

- ☐ Track changes in your child's medicines or treatments
- ☐ List telephone numbers for health care providers and community organizations
- ☐ Prepare for appointments
- ☐ File information about your child's health history
- ☐ Share new information with your child's primary doctor, public health or school nurse, daycare staff, and others caring for your child

What are some helpful hints for using my child's Care Notebook?

- ☐ Store the Care Notebook where it is easy to find. This helps you and anyone who needs information in your absence.
- ☐ Add new information to the Care Notebook whenever there is a change in your child's treatment.
- ☐ Consider taking the Care Notebook with you to appointments and hospital visits so that information you need will be close at hand.

How do I set up my child's Care Notebook?

Follow these steps to set up your child's notebook:

Step 1: Gather information you already have.

- ☐ Gather up any health information you already have about your child. This may include reports from recent doctor's visits, recent summary of a hospital stay, this year's school plan, test results, or informational pamphlets.

Step 2: Look through the pages of the Care Notebook.

- ☐ Which of these pages could help you keep track of information about your child's health or care?
- ☐ Choose the pages you like. Print copies of any that you think you will use. Additional Care Notebook pages are available from the Internet at <http://www.cshcn.org>.

Step 3: Decide which information about your child is most important to keep in the Care Notebook.

- ☐ What information do you look up often?
- ☐ What information is needed by others caring for your child?
- ☐ Consider storing other information in a file drawer or box where you can find it if needed.

Step 4: Put the Care Notebook together.

- ☐ Everyone has a different way of organizing information. The only important thing is to make it easy for you to find again. Here are some suggestions for supplies used to create a Care Notebook:
 - ☐ 3-ring notebook or large accordion envelope. Hold papers securely.
 - ☐ tabbed dividers. Create your own information sections.
 - ☐ pocket dividers. Store reports.
 - ☐ plastic pages. Store business cards and photographs.
-

The Missouri First Steps Program

Care Notebook



**Personal
Information**

.....

Family Information

- Child's Name: _____ Nickname: _____
Date of Birth: _____ Social Security Number: _____
Diagnosis: _____
Blood Type: _____

Legal Guardian: _____
Address: _____ Phone: _____

Family Members

- Mother's Name: _____
Social Security Number: _____
Address: _____
Daytime Phone: _____ Evening Phone: _____
- Father's Name: _____
Social Security Number: _____
Address: _____
Daytime Phone: _____ Evening Phone: _____
- Sibling's Name: _____ Age: _____ Name: _____ Age: _____
- Sibling's Name: _____ Age: _____ Name: _____ Age: _____
- Other Household Members: _____
- Important Family Information: _____

- Language Spoken at Home: _____
Other Language(s): _____
Interpreter Needed? Yes: _____ No: _____
Interpreter: _____ Phone: _____

Emergency Contact

- Name: _____
Address: _____
Daytime Phone: _____ Evening Phone: _____

.....

INFORMATION NEEDED BY EMERGENCY CARE PROVIDERS

IF YOU BELIEVE THIS IS A MEDICAL EMERGENCY,
CALL YOUR LOCAL EMERGENCY SERVICES AT _____
RIGHT AWAY

Child's Name: _____ Date of Birth: _____

Language Spoken at Home: _____

Weight: _____ Height: _____ Date Weight/Height Checked: _____

(Note: To keep the following information up-to-date, you may want to check this page anytime there is a change in your child's care.)

Brief Medical History (Diagnosis(es), Date):

Briefly describe what your child is like **usually** (how active and aware of surroundings, how responsive to others, and any physical differences that are typical for your child such as noisy breathing, etc.).

Date: _____

Updated On: _____

.....

INFORMATION NEEDED BY EMERGENCY CARE PROVIDERS (continued)

Current Medications (dose, time(s) given): Date:_____ Updated on:_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Allergies:

IF YOUR CHILD HAS HAD A MEDICAL EMERGENCY IN THE PAST, what was the emergency and what worked best to treat it?

Contacts:

- Parent Name(s)/Telephone Number(s):

- Emergency Contact (Name/Relationship/Telephone Number):

- Primary Health Care Provider/Telephone Number:

- Primary Hospital/Telephone Number/Address:

- Specialty Health Care Provider(s)/Telephone Number(s):

Notes

[illegible]

The Missouri First Steps Program

Care Notebook



**Medical
Information**

[illegible][illegible]

Lab Work / Tests / Procedures

[illegible]

Medical / Surgical Highlights

[illegible]

[illegible][illegible]

[illegible][illegible]

[illegible][illegible]

.....

**Diet
Tracking Form**

DATE	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Tube Feeding							
Breakfast							
Lunch							
Dinner							
Snacks							
Notes							

.....

Allergies:

Pharmacy:

[illegible]

.....

[illegible]

.....

Equipment / Supplies

• Name of Equipment:_____

Description (brand name, size, etc.):_____

Date Obtained:_____ Supplier:_____

Contact Person:_____ Phone:_____

• Name of Equipment:_____

Description (brand name, size, etc.):_____

Date Obtained:_____ Supplier:_____

Contact Person:_____ Phone:_____

• Name of Equipment:_____

Description (brand name, size, etc.):_____

Date Obtained:_____ Supplier:_____

Contact Person:_____ Phone:_____

• Name of Equipment:_____

Description (brand name, size, etc.):_____

Date Obtained:_____ Supplier:_____

Contact Person:_____ Phone:_____

The Missouri First Steps Program

Care Notebook



**Financial
Information**

The Missouri First Steps Program

Care Notebook



**Insurance
& Benefit
Information**

.....

Funding Sources

• Insurance Name: _____

Policy Number: _____

Contact Person/Title: _____

Address: _____

Phone: _____ Fax: _____

• Insurance Name: _____

Policy Number: _____

Contact Person/Title: _____

Address: _____

Phone: _____ Fax: _____

• Healthy Options (Managed Care) Health Plan: _____

Number: _____

Contact Person/Title: _____

Address: _____

Phone: _____ Fax: _____

• Children with Special Health Care Needs (CSHCN): _____

Contact Person/Title: _____

Address: _____

Phone: _____ Fax: _____

.....

Funding Sources (continued)

- Supplemental Security Income (SSI): _____

Contact Person/Title: _____

Address: _____

Phone: _____ Fax: _____

- Other: _____

Contact Person/Title: _____

Address: _____

Phone: _____ Fax: _____

The Missouri First Steps Program

Care Notebook



**Legal Papers
Including
Releases,
Consents**

The Missouri First Steps Program

Care Notebook



IFSP/IEP

[illegible]

Date: _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Date: _____

[illegible]

[illegible]

Date: _____

[illegible]

[illegible]

Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Date: _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Date: _____

[illegible]

[illegible]

Date: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

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Date: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Date: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Missouri First Steps Program

Care Notebook



**Transition
Planning**

[illegible]

It's not always easy to think about the future. There may be many things, including what has to be done today, that keep you from looking ahead. It may be helpful to take some time to jot down a few ideas about your child's and family's future. You might start by thinking about your child's and family's strengths. How can these strengths help you plan for "what's next" and for reaching long-term goals? What are your dreams and your fears about your child's and family's future?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

The Missouri First Steps Program

Care Notebook



**Calendar/
Appointments**

“MAKE-A-CALENDAR” **Month** _____ **Year** _____

[illegible]

[illegible][illegible]

The Missouri First Steps Program

Care Notebook



**Important
Telephone
Numbers**

.....

Log of Phone Numbers

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

.....

Log of Phone Numbers

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____ _____	
Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

Name: _____	Notes:
Address: _____	

Phone: _____	

The Missouri First Steps Program

Care Notebook



**Community
Resources**

.....

Family Support Resources

- Parent to Parent: _____
Contact Person: _____
Address: _____

Phone: _____ Fax: _____

- Parent Group: _____
Contact Person: _____
Address: _____

Phone: _____ Fax: _____

- Religious Organization: _____
Contact Person: _____
Address: _____

Phone: _____ Fax: _____

- Service Organization: _____
Contact Person: _____
Address: _____

Phone: _____ Fax: _____

- Counseling Service: _____
Contact Person: _____
Address: _____

Phone: _____ Fax: _____

.....

Family Support Resources (continued)

- Division of Developmental Disabilities: _____

Contact Person: _____

Address: _____

Phone: _____ Fax: _____

- Other: _____

Contact Person: _____

Address: _____

Phone: _____ Fax: _____

.....

Special Transportation Community Health Care / Service Providers

- Transportation (to and from medical/therapy appointments)

Contact Person:_____

Agency:_____

Address:_____

Phone:_____ Fax:_____

- Transportation (to and from medical/therapy appointments)

Contact Person:_____

Agency:_____

Address:_____

Phone:_____ Fax:_____

.....

Pharmacy

Community Health Care / Service Providers

• Pharmacy:_____

Contact Person:_____

Address:_____

Phone:_____ Fax:_____

• Pharmacy:_____

Contact Person:_____

Address:_____

Phone:_____ Fax:_____

• Pharmacy:_____

Contact Person:_____

Address:_____

Phone:_____ Fax:_____

.....

Respite Care Community Health Care / Service Providers

• Respite Care Provider:_____

Start Date:_____

Contact Person:_____

Agency:_____

Address:_____

Phone:_____ Fax:_____

• Respite Care Provider:_____

Start Date:_____

Contact Person:_____

Agency:_____

Address:_____

Phone:_____ Fax:_____

• Respite Care Provider:_____

Start Date:_____

Contact Person:_____

Agency:_____

Address:_____

Phone:_____ Fax:_____

.....

Child Care Community Health Care / Service Providers

• Child Care Provider: _____

Start Date: _____

Contact Person: _____

Address: _____

Phone: _____ Fax: _____

• Child Care Provider: _____

Start Date: _____

Contact Person: _____

Address: _____

Phone: _____ Fax: _____

• Child Care Provider: _____

Start Date: _____

Contact Person: _____

Address: _____

Phone: _____ Fax: _____

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School Community Health Care / Service Providers

• School/Preschool:_____

Start Date:_____

Address:_____

Phone:_____ Fax:_____

• School Nurse:_____

Phone:_____ Fax:_____

• Contact Person/Title:_____

Phone:_____ Fax:_____

• Contact Person/Title:_____

Phone:_____ Fax:_____

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Early Intervention Services

Community Health Care / Service Providers

• Developmental Center: _____

Start Date: _____

Contact Person: _____

Address: _____

Phone: _____ Fax: _____

• Family Resources Coordinator: _____

Start Date: _____

Agency: _____

Address: _____

Phone: _____ Fax: _____

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Therapists

Community Health Care / Service Providers

Therapists:

- Occupational Therapist (OT): _____

Start Date: _____

Agency: _____

Address: _____

Phone: _____ Fax: _____

- Physical Therapist (PT): _____

Start Date: _____

Agency: _____

Address: _____

Phone: _____ Fax: _____

- Speech-Language Pathologist: _____

Start Date: _____

Agency: _____

Address: _____

Phone: _____ Fax: _____

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Home Care

Community Health Care / Service Providers

• Home Nursing Agency:_____

Start Date:_____

Contact Person:_____

Address:_____

Phone:_____ Fax:_____

• Home Nursing Agency:_____

Start Date:_____

Contact Person:_____

Address:_____

Phone:_____ Fax:_____

• Home Nursing Agency:_____

Start Date:_____

Contact Person:_____

Address:_____

Phone:_____ Fax:_____

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Public Health Community Health Care / Service Providers

• Public Health Department: _____

Address: _____

Phone: _____ Fax: _____

• Public Health Nurse: _____

Phone: _____ Date of First Visit: _____

• Nutritionist: _____

Phone: _____ Date of First Visit: _____

• Social Worker: _____

Phone: _____ Date of First Visit: _____

• Other: _____

Phone: _____ Date of First Visit: _____

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Medical / Dental Community Health Care Providers

- Primary/Community Care Provider: _____

Date of First Visit: _____

Office Nurse: _____

Address: _____

Phone: _____ Fax: _____

- Community Hospital: _____

Medical Record Number: _____

Address: _____

Phone: _____ Fax: _____

- Community Specialty Care Provider: _____

Date of First Visit: _____

Address: _____

Phone: _____ Fax: _____

- Community Specialty Care Provider: _____

Date of First Visit: _____

Address: _____

Phone: _____ Fax: _____

- Dentist/Orthodontist: _____

Date of First Visit: _____

Address: _____

Phone: _____ Fax: _____